



## Report of the Executive Director

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**Introduction** The latter half of 2000 will be an important time for the Commission. In addition to on-going responsibilities that include providing comment in preparation to the upcoming 2001-2002 Governor's Budget and activities related to key legislation affecting higher education, program review, data collection and dissemination, and administration of the federal Eisenhower Program for teacher professional development, staff is working to expand the Commission's student information system consistent with AB 1570.

Several important reports will come before the Commission during the remainder of this year. These include a review of the proposed California State University campus at Channel Islands, Fiscal Profiles 2000, Student Profiles 2000, and an update of the Commission's academic program review activities.

In addition, there are three priority areas that will engage staff in the near future. They are:

- (1) Complete a study on part-time community college faculty;
  - (2) Initiate activities related to the community college transfer function; and
  - (3) Release a region-by-region projection of California higher education student enrollment demand and capacity.
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**Community  
college  
part-time faculty  
study**

The extent to which disparities may exist in compensation and in responsibilities between full-time and part-time faculty employed by California community colleges has been debated for a number of years. To begin to better understand this issue, Assemblymember Wildman introduced AB 420 that was signed by Governor Davis in 1999. This statute directs the Commission to conduct a comprehensive study of the community colleges' part-time faculty employment, salary, and compensation patterns. The intent is to identify any potential inequities and to outline some of the major issues involved.

The Commission recognized the need for such a study as well as the appropriateness of the Commission as the agency to conduct the study. However, no funds were appropriated to support the activities necessary and to meet the bill's prescribed schedule for the study. As a result, Commission staff prepared a financial request and appropriate justification necessary to obtain the needed resources. These were submitted to the Department of Finance

and the Secretary of Education and staff carried out preliminary activities in preparation for the study. Staff developed a prospectus, identified some potential policy issues involved, identified national data as well other state's efforts around this issue, and created an advisory committee. Several meetings and discussions were held with stakeholders, but further progress on the study awaited receipt of additional Commission resources.

In the spring of 2000, Assemblymember Wildman directed the Bureau of State Audits to conduct a study on the matter. The California State Auditor released its study, *California Community Colleges: Part-Time Faculty Are Compensated Less Than Full-time Faculty for Teaching Activities* on June 28, 2000, concluding that part-time community college faculty are paid significantly less than full-time faculty for the same teaching duties.

On June 30, 2000, Governor Davis signed the State Budget for fiscal year 2000-2001. It includes \$150,000 for the Commission to conduct the study requested in AB 420, thereby indicating that the Administration and the Governor intend that the Commission complete a study on compensation of part-time community college faculty. Hence, staff is moving ahead to fulfill the Commission's responsibilities under the provisions of AB 420 and the 2000-2001 State Budget.

The Commission staff is in the process of securing a consultant to assist it in collecting and analyzing the data. A preliminary report will be presented at the February 2001 Commission meeting.

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**Community  
college transfer**

At its June 2000 Commission meeting, the Commission discussed its role with respect to ensuring a well functioning student transfer process in California. The Commission expressed an interest in continuing to monitor activities related to the community college transfer function. In particular, Chair Rodriguez encouraged staff to:

- (1) Work with the Community Colleges Chancellor's Office to improve the data related to transfer and analysis of that information;
- (2) Explore the various ways that the Commission can assist community college faculty in enhancing the transfer function; and
- (3) Monitor the progress of the various Memoranda of Understandings related to transfer.

Representatives of the three public systems of higher education and the Association for Independent California Colleges and Universities were encouraged to return to the Commission next year for a discussion of the progress being made in reaching the various transfer goals.

Over the next few months, Commission staff will carryout these directives. This will include publishing a special document on community college transfer that is similar to the Commission's, *Conditions of Higher Education* report. To that end, staff will consult with the Chancellor's Office of the California Community Colleges, the California State University (CSU),

University of California (UC), and independent institutions of higher education such that the document will provide valuable and useful information on community college transfer in California. Commission staff will also collaborate with the Association for Independent California Colleges and Universities to seek ways to improve the community college transfer information reported to the Commission by the independent sector.

Staff will also seek additional State resources designed to assist the Commission in better monitoring the transfer function. Given the amplified importance of community college transfer in light of an increasing demand for postsecondary opportunities, staff believes that additional financial resources are warranted to support the Commission's ability to better monitor and analyze the data on transfer, analyze progress towards the specified goals, work closely with the systems on their various transfer initiatives and programs, and identify and provide policy recommendations on ways in which to ensure the transfer function is operating at maximum efficiency and effectiveness.

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**Estimating  
regional  
enrollment  
demand**

The Commission's updated higher education enrollment demand projections were released in February 2000. They show significantly increased estimates of the number of students statewide expected to seek postsecondary educational opportunities between now and year 2010. In *Providing for Progress: California Higher Education Enrollment Demand and Resources into the 21<sup>st</sup> Century*, the Commission also updated its analysis and discussion of key determinants of student access. These included institutional capacity, capital outlay requirements and costs associated with increased college participation, and a forecast of the State's short-term economic outlook and general fund debt capacity. Those projections have proven helpful to planners and public officials in considering policy options and alternatives aimed at enhancing student access.

There are, however, important aspects of student enrollment demand that also must be understood and examined on a regional and subregional basis. California's regionalized demographics, economies, labor and industrial markets, topography, and localized land-use policies are likely to have significant implications for student enrollment demand and access across diverse regions of the state. Numerous factors account for variations in student enrollment demand from region to region. For instance, a number of regional partnerships between higher education and the State's elementary and secondary schools, business and industry, and community-based organizations, established to improve academic achievement would likely affect student enrollment demand.

California must better determine the limitations and opportunities of expanding the State's higher education enterprise in each specific region and must better assess the possible means by which to do so. Among the options are to expand existing facilities, construct new campuses and off-campus centers, utilize technology in creative ways, encourage joint-use facilities, and others.

In order better understand the challenge in meeting the enrollment demand of each region and to ensure that public postsecondary opportunities are extended equitably statewide, Commission staff have begun a comprehensive study to disaggregate enrollment demand data by regional clusters. This will help ensure that important regional issues and concerns of the California Community Colleges, the California State University, the University of California, and the Independent sector are made explicit in the Commission's statewide enrollment planning efforts. Because the 11 regional boundaries that will be used are the same as those used in the Commission's *Eligibility Study of High School Graduates*, it will be possible to relate and examine changes in regional participation to changes in student academic preparation and college eligibility.

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*Policy and research  
issues addressed  
by the study*

The Commission has identified several key policy and enrollment planning issues to be addressed by the regional demand study. Among the foci of the study is whether certain campuses are likely to exceed their Long-range Development Plan (LRDP) capacity limits before the overall system average, and the point when these campuses will meet or exceed (FTE) capacity. Staff will also examine the role that place-bound rates have on the ability of the State University and University of California to enroll all eligible applicants, the success of historically underrepresented student in gaining admission to high-demand UC and CSU campuses that are located in specific regions, and the demographic and socio-economic factors that appear to be most correlated with regional college eligibility and participation rates.

Other issues to be addressed include an examination of the historical practices of capital outlay expenditures and whether modification is necessary given variations in regional needs, the role of technology in addressing regional needs, how independent institutions address regional needs, and whether some CSU and UC campuses are more regionally sensitive with respect to the admission of local first-time freshmen and community college transfers.

Staff anticipates that preliminary CSU regional demand and capacity estimates will be presented to the October Commission meeting, and that preliminary regional estimates for UC and the community colleges will be presented at the Commission's February 2001 meeting. The Legislature's Joint Commission to Develop a Master Plan -- Kindergarten through University has voiced special interest in regional enrollment demand issues. It is anticipated that members of this committee, other policymakers, and educational leaders will find this Commission study useful and informative.

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